A MODEL FOR PREDICTING CHANGE IN COMMUNITY COLLEGE HUMANITIES PROGRAMS

BY

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To my children, Erik, Stephanie, and Jason Wells, I dedicate this dissertation with the hope they will experience a meaningful and varied humanities curriculum.

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Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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The purpose of this study was to investigate changes occurring in community college humanities programs and to develop a model that would illustrate the relationship of the factors that are influencing change and that would predict change. Five research questions and three hypotheses were formulated as a result of the review of the literature.

A deliberate sample of project directors funded by the National Endowment for the Humanities (NEH) was selected. The selection was made from an NEH computer printout which listed all of the consultant, pilot, and implementation grants funded by NEH from 1979 through 1982. The sample

included all of the NEH project directors who were funded and were employed by public, two-year institutions. Ninety-three project directors received questionnaires. Seventy-one usable questionnaires were returned and included in calculations for the study.

From the data obtained, it was determined that (a) changes are occurring in community college humanities programs; (b) funded projects in which there is movement toward interdisciplinary courses and in which the humanities are made available to students in occupational programs through other than traditional course formats achieve the greatest degree of change; (c) The National Endowment for the Humanities funding decisions appear to be influenced by national recommendations based on funded research; (d) the average perception of the influence of state government on change is negative; (e) there are extreme differences of opinion as to the role of local government, local funding schedules, and unions with regard to their influence on change; (f) the average perception of the influence of faculty incentives, NEH grants, and curriculum development on change is positive; and (g) a predictive model is possible.

Further study in the field should be based on a random sample population from all community college humanities programs and should focus on dissemination techniques. Since two-year colleges are the least likely of American institutions of higher education to submit proposals to NEH,

it is important to discover whether the results of the projects that are funded are disseminated among the remaining community colleges.

CHAPTER I

INTRODUCTION

Statement of the Problem

Community college humanities programs which received external funding from the National Endowment for the Humanities (NEH) between 1979 and 1982 have been implementing program changes. What was lacking in these programs was a model that would illustrate the relationship of the factors that are influencing change and that would help to predict change. The researcher anticipated that developing such a model would alleviate this problem. The model should be useful because the literature indicates that community college humanities programs must continue to implement change since "they [community college humanitites programs] are on the decline" (Cantor and Martens, 1978, p. 2).

The Center for the Study of Community Colleges at the University of California, Los Angeles, has conducted several projects with grants from NEH since 1974. The Center's staff conducted faculty, curriculum, and enrollment surveys, literature reviews, and case studies to determine the state of the humanities in community colleges. An important measure of the state of the humanities has been the number of students enrolled in humanities courses. The data

collected by the Center indicate that "between 1975 and 1977 enrollments in the humanities in community colleges dropped more than 3% while student enrollments overall increased by more than 7%" (Cohen, 1980, p. 66).

> Some disciplines showed drastic declines: cultural anthropology was down 10%; art history, down 6%; history, 8%; literature, 13%; music appreciation, 9%; philosophy, 8%. Only three of the disciplines in the humanities went against the trend: political science was up by 4%, probably because American government is still required in most colleges and because administration of justice programs are becoming more prevalent. Integrated humanities courses were up by 6% in enrollments with courses like Modern Culture and the Arts, or Survey of the Humanities, which integrate art, music, philosophy, and literature, cannibalizing enrollments from the specific courses. Foreign language enrollments went up by 9%, with Spanish and English as a Second Language accounting for the increases. In fact, ESL was up 84% in two years and has now overtaken French for second place among community college language study. More than half of the enrollments in foreign languages are in Spanish. All other languages have declined markedly. (Cohen and Brawer, 1980, pp. 15-16)

The Center, in hopes of reversing the enrollment decline in community college humanities programs, made the following recommendations for change:

1. Community colleges should move toward interdisciplinary courses.
2. Advocates of the humanities should make liaison with the community services staff in their institutions.
3. The humanities faculty should work with media offices to present portions of courses in reproducible format.

4. The humanities should be available to students in occupational programs through other than traditional course formats.
5. The humanities advocates should develop their own support groups outside the institutions (Cohen, 1980, pp. 67-69).

The results of the studies conducted by the Center for the Study of Community Colleges and their concurrent recommendations received national attention, and a National Assembly, The Strengthening of the Humanities, was convened November 4-6, 1979. The Assembly made further recommendations for change directed at the colleges themselves, the federal government, the American Association of Community and Junior Colleges as well as other higher education organizations, and local and state government and community agencies (See Appendix A).

In the meantime, impetus for change has been provided by the National Endowment for the Humanities. The NEH has funded community college grant requests on the basis of the data collected by the Center for the Study of Community Colleges and the recommendations for change made by the Center and the National Assembly. The need to focus on NEH funding efforts in community colleges was concurrently identified by Project Athena (1978).

> Representatives of all Carnegie Classifications of institutions received grants in approximately the same proportion as members of such groups submitted proposals for grants, though not in proportion to the number of institutions in each group. Such disparity as occurred in this regard

> seems to be a consequence (a) of the role of the humanities in various kinds of institutions in American higher education and (b) of the level of sophistication among members of a group in applying for grants. In particular, two-year colleges, which comprise 37.5% of the institutions of the country, received only 4% of the Implementation Grants and 11% of the Pilot Grants (p. 2). In terms of the institutions eligible for grants, NEH was non-discriminatory and non-elitist, even though some types of institutions, particularly the two-year colleges, did not take full advantage of the opportunities offered to them. (p. 48)

The Purpose, Research Questions, and Hypotheses

The purpose of this study was to investigate changes occurring in community college humanities programs that had been funded by NEH and to develop a model that would illustrate the relationship of the factors that are influencing change and that would predict change. Specifically, answers to the following questions were sought with reference to community college humanities programs:

1. Are changes occurring in programs that received external funding between 1979 and 1982 and to what degree are they occurring?
2. Which recommended changes are receiving the greatest attention?
3. How do the project directors perceive the degree of influence of various external and internal factors on their programs?
4. Are the types of changes themselves factors that can influence the degree of change actually experienced?

5. Can a model be developed to illustrate the external and internal factors that facilitate change in order to predict change?

There were three hypotheses tested in this study related to research questions four and five. Testing of the hypotheses was accomplished by using the null form and statistically measuring for levels of reliability.

H_o1 The average degree of change obtained is equal with respect to each of five types of change. (question 4)

$$H_o1: \tau_1 = \tau_2 = . . . = \tau_k$$

H_o2 The parameters of all factors or sources of variability are equal to zero. (question 5)

$$H_o2: \beta_1 = \beta_2 = . . . \beta_i = 0$$

H_o3 The parameter of each factor or source of variability is equal to zero. (question 5)

$$H_o3: \beta_i = 0$$

Justification for the Study

The literature in the field of community college humanities education indicates that enrollment in community

college humanities programs is in decline and that change is needed to reverse this trend (Ayers, 1980; Cantor and Martens, 1978; Cohen, 1980; Cohen, 1981; Friedlander, 1977; Lombardi, 1979; Project Athena, 1978; Schmeltekopf, 1981; Yarrington, 1980). The literature also indicates that research has been conducted and data collected to determine both the current status of community college humanities programs and change efforts that should be undertaken (Beckwith, 1981; Brawer, 1980; Center for the Study of Community Colleges, 1980; Duffey, 1981; Johnson, 1980; Koehnline, 1981; Marty, 1978; Marty, 1981; McAlexander, 1976; Project Athena, 1978; Schmeltekopf, 1981; Washington State Board for Community Colleges, 1981; Watson, 1980; and Yarrington, 1980). There is evidence as well that external funding is being provided to institutions that propose to implement the recommended changes (National Endowment for the Humanities, 1977-1979; Yarrington, 1980).

What is lacking in the literature are references to how change theory might be applied to change efforts in community college humanities programs in order to predict that change will occur in specific programs.

> Funders need to develop strategies to influence each aspect of organizational change: tasks, techniques, structures and members, the latter both in skill and attitude. . . . It is useful to think in terms of both external and internal environments. (Lindquist, 1979, p. 49)

A model for predicting change in community college humanities programs would assist

1. Funding agencies in decision-making and in developing strategies to influence the implementation of change.
2. Community college humanities educators in anticipating change in their institutions.

Finally, it was the intent of the researcher that this study would clarify the inadequacy of the status quo and, in so doing, give impetus to the various change efforts that are underway.

Limitations and Assumptions

Several limitations were recognized.

1. The most significant limitation was the absence of a random population. Because the investigator did not use a random sample population from all community college humanities programs, she made no attempt to generalize results to all two-year colleges. The model was limited to those community college humanities departments attempting to enact change with the support of NEH.
2. The absence of a random sample also necessitated using multivariate analysis as a descriptive tool rather than an inferential tool. The analysis was limited to accepted multivariate analysis aimed at finding the best fit model to predict change in community college humanities programs which received NEH funding.

3. Lack of precision was another possible limitation. However, the researcher felt that using the Likert scale generalized to a 10 point scale and a selected population of approximately 100 would counteract this limitation.
4. Another limitation was that the researcher gathered data based on the perceptions of the grant project directors. The data reflect the directors' attitudes and feelings. There was the likelihood of a bias resulting in inaccurate descriptions of actual situations at the various community colleges studied. A halo effect, for example, may have resulted in a more positive description of what occurred than was justified.

Two assumptions were made.

1. The opinion of educators who are actively attempting to implement change in community college humanities programs was the best source of information for this study.
2. An expert panel could assist the researcher in developing a questionnaire that would provide the necessary information to complete the study.

Definition of Terms

Change--For purposes of this study, change meant an alteration in an existing community college humanities program as a result of a rational choice to achieve specific goals

(Bennis, Benne, Chin, and Corey, 1976). This meant that the change was clearly outlined in the funded proposal and could be identified on a questionnaire.

Community college--For this study community college was defined as any public, two-year post-secondary institution.

Degree of change--For this study degree of change was defined in operational terms as the percentage of change estimated by the sample NEH project directors.

External factors--Using terminology from systems theory, external factors were defined as the elements of the supra-system or society that permeate the boundaries of both the community college system and the humanities subsystem.

Humanities--The humanities are above all a way of thinking, a dimension of learning. The subjects of the humanities range from the study of great texts to the analysis of contemporary problems; the methods of the humanities are both those of particular disciplines and of broader interdisciplinary inquiry (Schmeltekopf, 1980, p. 40). According to the Act of Congress that established the NEH, the humanities include but are not limited to history, philosophy, language, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of social sciences employing historical or philosophical approaches. This last category includes political theory, international relations, and other subjects primarily concerned with questions of quality and value rather than methodologies (Schmeltekopf, 1980,

p. 40). (Although the literature contains numerous definitions of the humanities, this definition was the most appropriate for this study because it combines the NEH definition and the definition of the Act of Congress that established the Endowment.)

Influence--Influence as it was used in this study implies the power of persons or things to affect change.

Internal factors--Using systems theory terminology again, the internal factors were defined as the elements of the community college system that permeate the boundaries of the humanities subsystem.

National Endowment for the Humanities (NEH)--The National Endowment for the Humanitites is a Federal agency established by Congress to support research, education, and public activities in the humanities (Cohen, 1975, p. 8).

Model--For this study model was defined as a mathematical representation of the relationships among factors (Agresti and Agresti, 1979, p. 5).

Panel of experts--Generally this term refers to a group of persons selected because of their individual stature or position in humanities. For this study panel of experts refers specifically to a group of three people, the Deputy Director of the Division of Educational Programs of the National Endowment for the Humanities, the Director of the Center for the Study of Community Colleges, and a veteran National Endowment for the Humanities project director.

This panel of experts assisted with development of the questionnaire.

Project director--The person employed by a community college who has written a grant for implementing change in a community college humanities program. As the term is used in this study, the individual must have received funding from the NEH and assumed primary responsibility for directing the project for one of the subject colleges.

Variables--For this study variables were defined in operational terms as either nominal or dichotomous. The independent variables included (1) 20 influence factors, (2) grant amount, (3) simple interaction terms, and (4) types of change. The dependent variable was the percentage of change achieved.

Summary and Anticipated Findings

The writer anticipated findings from the study would

1. Identify changes that are being implemented in community college humanities programs and the degree of that change.
2. Identify changes that are receiving the greatest attention.
3. Provide information for rating external and internal factors that can influence change.
4. Show that changes themselves are factors that influence change.

5. Be the basis for developing a model for predicting the likelihood of change.

This study provided humanities educators with a summary of the state of the art and information about what is being done to reverse the decline of enrollment in their disciplines. Finally, it provided a model for predicting change in their institutions.

CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

The Humanities

The Humanities: What has been the evolution of the humanities in American post-secondary education? What is the purpose of the humanities in the community college? What is the current state of the humanities in community colleges?

Before the current state of the humanities in community colleges is discussed, the evolution of the humanities in American post-secondary education will be traced and the worth of the humanities in the educational process will be established. In this way, the literature review seeks to clarify the concern about enrollment declines in community college humanitites programs while confirming the need for change in those programs.

The Evolution of the Humanities in American Post-Secondary Education

Originally, humanities and higher education were synonymous because education was based on the liberal tradition inherited from classical antiquity. Colonial colleges were able to offer a broad, comprehensive curriculum to a select group of students because neither the

knowledge explosion nor the population explosion had yet occurred. At Harvard in 1642, for example,

> . . . 18% of the time was spent on Greek, 18% on Hebrew and other eastern tongues, 18% on rhetoric, 9% on logic, and 9% on divinity. Now if these are put together into what we would call humanities, they amount to a total of 72% of the curriculum. In contrast, 15% was devoted to mathematics and science, 12% to arithmetic, geometry, and astronomy, and 3% to physics, largely Aristotelian; and .5% to botany, which was offered on Saturday afternoons in the summers. What we might call the social sciences or the social studies included 12% of the students' time that was devoted to ethics and politics, Aristotle, and .5% to history on Saturday afternoons in the winter. (Butts, 1971, p. 28)

This curriculum prevailed until the end of the 18th century, and what was true at Harvard was not uncommon. "The President taught all students all of the subjects" (Levine, 1978, p. 538).

Furthermore, in terms of age, aptitude, socioeconomic background, race and sex, the students served by colonial colleges were homogeneous. They were young and white; they were Protestant; their parents were wealthy; and they were men (Carnegie Foundation for the Advancement of Teaching, 1977). The mission of the colonial college was to endow these bright, wealthy, young men with "cultural attributes that were signs of superior status" (p. 20). As a result, higher education came to be regarded as elitist.

In the late 18th and 19th centuries new subjects, which included science and technical studies, altered the colonial curriculum and contributed to a rapid increase in specialization (Flexner, 1972). Educators like those at the University of North Carolina found themselves embroiled in

controversy over the relative merits of the humanities and what they called useful education (MacKinney, 1945).

> Elitism in higher education gradually eroded as colleges introduced "practical" subjects such as agriculture and engineering, into their curricula; as public colleges became more numerous and brought lower-cost education within reach of more prospective students; as high school attendance became more nearly universal and the floor of minimal learning for all citizens was raised; as opportunities for boys and girls to engage in productive, remunerative activities dwindled under pressure or urbanization and the unionization of labor; as the industrial revolution created demands for specialists and managers with higher-level training than could be obtained in high school or on the job; and as the rewards for having attended college--whether they were in the form of more interesting lives and opportunities or higher-than-average salaries--became more widely recognized. (Carnegie Foundation for the Advancement of Teaching, 1977, p. 20)

Between 1842 and 1869 Francis Wayland, president of Brown University, and Charles Eliot, president of Harvard University, both recommended "the elevation of requirements for admission to college" (Thomas, 1962, p. 21). These recommendations were indicative of a new trend in higher education that would impact the humanities. Accomplishment rather than wealth or privilege began to determine enrollment in higher education, and the humanities were adapted to meet the needs of a new and larger student population.

The free elective system (1870), later tempered by general education distribution requirements (1909) and the survey course (1914), was designed to accommodate a larger body of knowledge and to address the meritocracy, students deemed accomplished enough to profit from higher education. The use of high school records and aptitude and achievement

tests, all accomplishment indicators, are still used today by four-year institutions to ensure some commonality among entering freshmen.

At the beginning of the 20th century, William Rainey Harper, president of the University of Chicago; Henry Tappan, president of the University of Michigan; and Alexis Lange, dean of the College of Education at the University of California, proposed what was called the bifurcated university, or the junior college. Originally, the junior college was intended to eliminate lower-division work, essentially the humanities program, in the universities (Medsker, 1960). President Tappan felt that the junior college should move ahead in facilitating both early admission and advanced standing for superior students (Medsker, 1960). Although the original mission of the junior college was to facilitate the progress of superior students and to enable universities to concentrate on students of merit and specialized fields of study, World War II reinforced in educators' minds the democratizing function of education and the role of the humanities in fostering democracy (Foerster, 1944).

The Purpose of the Humanities in the Community College

At present, and largely as a result of the 1947 President's Commission on Higher Education, most public two-year colleges are attempting to meet the challenge of democratizing education. They provide educational opportunities for the masses and as such serve the most

heterogeneous student body in the history of American higher education.

> The need for a unifying educational experience is, perhaps, greater in junior colleges than in other higher institutions. The junior college student body is especially heterogeneous in social, cultural and educational backgrounds, and in academic ability. Furthermore, many students do not continue their formal education beyond the junior college. Two years is too short a time to provide the necessary perspective, particularly if a considerable part of the student's program is taken up by vocational courses. (Medsker, 1960, pp. 55-56)

The humanities, therefore, were originally the curriculum of the elite but have become the curriculum for fostering democracy among the masses. The key to how a curriculum can serve two such diverse functions is found in the NEH definition: "The humanities are above all a way of thinking" (Schmeltekopf, 1980, p. 40).

Robert M. Hutchins, one of America's leading humanists, was alluding to the same quality of the humanities when he wrote that this type of education is needed for all free men.

> This is the education appropriate to free men. It is liberal education. If all men are to be free, all men must have this education. It makes no difference how they are to earn their living, or what their special interests or aptitudes may be. They can learn to make a living, and they can develop their special interests and aptitudes, after they have laid the foundation of free and responsible manhood through liberal education. It will not do to say that they are incapable of such education. This claim is made by those too indolent or unconvinced to make the effort to give such education to the masses. (Hutchins, 1956, p. 140)

From a review of the literature, Colquitt (1979) compiled a list of "qualities" or "attributes" concerning the humanities.

> First the humanities should aid man and develop him intellectually. . . . This intellectual development is more than the acquisition of knowledge and information; it is the understanding of the relationships that exist between and among those isolated facts and data. Second, to make man more human, education in the humanities should enhance the life of the student. . . . Third, because of the shifts in culture, mores, and institutions, education in the humanities must prepare the student to respond successfully to radical social change. His mind must be flexible, reflective, and questioning. . . . Fourth, the humanities must attempt to teach a student how to make decisions. . . . For the members of the community to make public decisions, they must possess certain common abilities, such as reading, writing, and speaking, and deeper knowledge in the public issues that concern them and their futures. . . . The problems of pollution, race, privacy, international relations, economic stability and many more cannot be approached ignorant of the past or of the nature of man. One must be able to make an educational prediction of the consequences of each action taken in dealing with these problems. The common denominator of all these purposes, and essential to each, is the far-reaching purpose of higher education . . . the establishment of personal, guiding values. (pp. 17-19)

As recently as February 1981, Myron Marty, Deputy Director for the Division of Education Programs at the National Endowment for the Humanities, presented a similar functional definition of the humanities.

> The humanities encompass those studies that help students (a) to find and make sense out of relationships between their life, work, and jobs; (b) to see themselves and their society from different angles, different times, different places and through different eyes; (c) to reflect on the meaning of their doings, habits, and beliefs; and (d) to respond with both reason and feeling to their natural man-made environments.

> Standing alone each of these functions may be cultivated apart from the humanities. Taken together, the essential presence of the humanities is taken for granted. If school or school-related activities do these things--whether they are called history, literature, philosophy, or cultural anthropology or something else--they are humanities. (p. 8)

Since World War II, therefore, humanists appear to have reached a consensus that the humanities serve a significant purpose in a democratic society. The researcher would conclude that the decline in community college humanities programs threatens to undermine the freedom of the most heterogeneous student population in American post-secondary education, and, as such, this decline threatens our democratic society. A democratic society in which the citizens are not critical thinkers is handicapped.

> Democracy and industry, far from making liberal education irrelevant, make it indispensable and possible for all people. Democracy makes every man a ruler, for the heart of democracy is universal sufferage. If liberal education is the education that rulers ought to have, and this I say has never been denied, then every ruler, that is every citizen, should have a liberal education. (Hutchins, 1953, p. 84)

With the understanding that the community college became the higher education institution which serves the masses and that these citizens in a democratic society need to be critical thinkers, the current state of the humanities in community colleges becomes a matter of serious concern.

Current State of the Humanities in Community Colleges

The most comprehensive study to date of humanities programs in community colleges was conducted by The Center

for the Study of Community Colleges under a grant from NEH. This study, begun in 1974 and concluded in 1978, investigated student characteristics, curriculum and instruction, faculty characteristics, and influences on humanities programs. Six special reports in The Humanities in Two-Year Colleges by the Center and the ERIC Clearinghouse for Junior Colleges were published by 1978, the final year of the project.

A Review of the Students, 1975, 52p., ED 108 727.

Reviewing Curriculum and Instruction, 1975, 101p., ED 110 119.

The Faculty in Review, 1975, 52p., ED 111 469.

Faculty Characteristics, 1976, 71p., ED 130 721.

Trends in Curriculum, 1978, 160p., ED 156 285.

What Affects the Program, 1978, 55p., ED 162 686.

Cohen and Brawer (1975) edited the first study, the review of the students. Objectives of the study were to identify the various types of students enrolling in the nation's community colleges, to investigate the students' enrollment preferences, and to draw conclusions about the impact of the "new" students and their preferences on community college humanities programs. The information was compiled from an extensive review of the literature.

Their most significant finding was that "there is a current drift of community college humanities students away from the humanities and other transfer curricula and toward vocational and occupational training" (p. 1). Transfer,

terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students have in common a concern for the tight job market. They are interested primarily in education that emphasizes marketable abilities (Cohen, 1975).

A significant response to this trend has been the development of "applied" humanities courses.

> Such subjects as Policeman's English, Terminology for Nurses, Scientific German, Conversational Spanish, and Cultural Attractions of the City of Chicago Today are beginning to arise and meet enthusiastic student response. These programs are attempts by humanities departments and divisions to attract students by developing courses that deal with contemporary and practical topics, topics which will, in reality, aid students in their future lives as workers and citizens. (Cohen, 1975, p. 35)

> This trust is consistent with the stand that an education designed for a relatively small elite, with an emphasis on culture and character, can hardly be expected to remain unchanged in an age of education for the masses. (Whitelaw, 1968, p. 137)

Cohen (1975) also edited the results of the second Center study, the review of curriculum and instruction. The objectives of this study were to consider trends in the curricula and instruction of foreign languages, literature, philosophy, religion, political science, cultural anthropology, area and ethnic studies, and interdisciplinary humanities. Once again, the information was compiled from a review of the literature. Cohen reported the following findings:

> The major influences on humanities education in two-year colleges have been the transfer institutions' programs. The humanities are not widely

> emphasized in two-year colleges; their role as perpetuators of liberal arts holds a priority status far below career and adult education. To maintain enrollments, the colleges have taken steps toward the pragmatic with conversational foreign languages and interdisciplinary approaches. As it is recognized that the majority of students are not transfer students, instruction is shifting away from attempts to parallel university courses and teaching methods. (p. 1)

Brawer (1975) summarized the third Center study, the review of the faculty. The objective of the study was to analyze the backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction of community college humanities faculty. Information was derived by an extensive search of the literature. Materials were identified by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the University of California Los Angeles (UCLA) University Library, and by asking association and institutional heads for unreported studies.

> Brawer found that holders of the doctorate may find difficulty in obtaining positions because they are priced too high. Part-time faculty paid at relatively low hourly rates are being employed in increasing numbers. The preparation sequence leading to a specialized competence is frequently seen by instructors and employers alike as inappropriate for the tasks of teaching in an open-door institution. Those who do gain positions may well find themselves teaching in an unfamiliar subject area. (p. 40)

Schlesinger (1976) edited the fourth Center study on faculty characteristics. The study investigated (1) characteristics of the well-functioning faculty member, (2) characteristics of outstanding instructors, (3) identification

of interdisciplinary instructors, (4) part-time humanities instructors, (5) faculty attitudes toward affirmative action, (6) a comparison of fine arts instructors and social scientists, (7) dominant faculty values, (8) faculty preferences for self-actualization versus salary, and (9) job satisfaction and working conditions. The faculty study is an analysis of a collection of data from a faculty survey form distributed to instructors in two-year colleges nationwide.

The findings are extensive and are listed by item.

1. Well-Functioning Faculty Members

   Well-functioning faculty members tend to be older (46 to 53), do not have a doctorate, are more likely to be employed full-time, and are extremely likely to have been employed in secondary schools. (Cruz-Cardona, 1976, p. 9)

2. Outstanding Instructors

   Outstanding instructors are happy, active, involved individuals. They read more, do more research, belong to more organizations, and enjoy life in general more than their colleagues. They are clearly distinguishable from their colleagues. (Hill, 1976, p. 16)

3. Interdisciplinary Instructors

   Interdisciplinary instructors are teachers with a strong interest and skill in curricula and instructional development; they are concerned for students' needs and willing to spend time interacting informally with them outside as well as inside the classroom; they have no interest in four-year college or university positions or in patterning teaching after their own university courses. They have a scholarly research orientation presumably within the context of the community college; they have a tendency to get highly involved in the teaching profession and have little interest in working on an advanced degree. These instructors regard their colleagues as excellent sources of information on teaching; and they have the ability to establish good

relations with administrators. (Karvelis, 1976, p. 22)

4. Part-Time Humanities Instructors

Part-time humanities instructors are frequently dissatisfied. The dissatisfied part-time faculty member is as likely to be male as female, may or may not be working on an advanced degree, is less likely to be employed full-time in an additional job, and is strongly supportive of collective bargaining. . . . He or she feels that opportunities to be creative are limited; salary is inadequate; and . . . job security does not exist. (Schlesinger, 1976, pp. 29-30)

5. Affirmative Action Advocates and Adversaries

Advocates tend to be under 40 years of age, female, working part-time elsewhere less than 30 hours per week, less secure in and less satisfied with their jobs. The adversaries, in contrast, tend to be 40 years of age, male, full-timers or part-timers working 30 hours per week elsewhere, more secure in their jobs, and more highly satisfied with them. (Schlesinger, 1976, p. 37)

6 Aesthetes and Social Scientists

Aesthetes major in demanding and narrow fields and tend to stay in those fields. They may be accused of being narrow-minded and too specialized, but they do not seem concerned about it. Having received this intense preparation, they are less interested in working on a doctoral degree. They are overly busy, teaching more hours and working outside of school. . . . (Hammer, 1976, pp. 43-44)

7. Dominant Faculty Values

The teaching role itself, rather than disciplinary affiliation or teaching level, appears to be associated with a value system in which the highest priorities are accorded to values centering on an inner life and a feeling of self-esteem. (Fay, 1975, p. 51)

8. Actualization or Salary: Which is Preferred?

Most individuals in community college teaching are not in it for the money. The study shows that the image of the faculty member who is more interested

> in "spiritual" than in "temporal" needs is still valid and that high degrees of job satisfaction are reported by faculty members who work in environments that supply opportunities for creativity regardless of the salary level. (O'Hara, 1976, p. 60)

9. Job Satisfaction

> Job satisfaction is a multidimensional concept, and its various dimensions differ markedly in their relation to other variables, as well as to each other. . . . It was found that there is a tendency for two-year college humanities faculty to express a greater degree of satisfaction on items assessing more general attitudes concerning their working conditions than on questions eliciting reactions to specific aspects of their work activities. (Friedlander, 1976, pp. 62-63)

The fifth study, on trends in curriculum and edited by Brawer in 1978, verified a decline in community college humanities enrollment. This study presents information from several sources: two surveys of selected community colleges distributed throughout the country through which instructors and campus facilitators provided data on enrollment trends, curricular patterns, and instructional practices; an intensive examination of 1975 and 1977 spring class schedules of participating colleges; and a 1975 survey of 1,493 randomly selected humanities instructors and 505 non-humanities instructors and chairpersons. Cohen and Brawer (1980) published the results of this study in the National Assembly Report, Strengthening Humanities in Community Colleges (see p. 2).

The sixth study conducted by the Center for this project, The Humanities in Two-Year Colleges, was conducted

by Cantor and Martens (1978). The objective of the study was to determine what affects the humanities program.

> In an effort to determine external and internal reasons for program, course, enrollment, and instructional differences in the strength of the humanities curriculum at two-year colleges, 20 colleges representing a variety of sizes, geographic locations, means of control, and program emphases were selected for site visits. Interviews revealed that though patterns of interaction and control varied, state regulatory agencies and legislation affected the colleges' programs, especially through funding reviews, program and course approval, and requirements for data collection. Humanities requirements of transfer institutions constituted an additional external influence. Neither the socio-economic status nor ethnic make-up of the community had consistent effects on the humanities, nor did the needs of local high schools, nor the potentially influential community-service program.
>
> The most important internal influence was a strong president or board; others included program funding, incentive for faculty and curriculum development, humanities grants, and instructional resources. Effects on humanities enrollments varied; eleven institutions experienced increases attributed to new humanities requirements and nine experienced decreases attributed to growing vocational programs. Faculty, department chairpersons, and deans of instruction viewed the enrollment shifts differently, as they did the role and future of the humanities in the two-year colleges. (p. 1)

The list of external and internal influences in community college humanities programs compiled by Cantor and Martens was used as an important component of the questionnaire for this study (see Appendix B).

At the conclusion of the Center project the following five recommendations for change in community college humanities programs were made:

1. Community colleges should move toward interdisciplinary courses.
2. Advocates of the humanities should make liaison with the community services staff in their institutions.
3. The humanities faculty should work with media officers to present portions of courses in reproducible format.
4. The humanities should be available to students in occupational programs through other than traditional course formats.
5. The humanities advocates should develop their own groups outside the institutions (Cohen, 1980, pp. 67-69).

The results of the studies conducted by the Center for the Study of Community Colleges and the concurrent recommendations received national attention, and a National Assembly on the Strengthening of the Humanities was convened November 4-6, 1979. The Assembly made further recommendations for change directed at the colleges themselves, the federal government, the American Association of Community and Junior Colleges as well as other higher education organizations, and local and state government and community agencies (see Appendix A).

Having published these special reports on the status of community college humanities programs, the Center for the Study of Community Colleges undertook a second major project, Revitalizing the Humanities in Community Colleges. For the first time NEH awarded a grant to an entire state

system. This project tested the proposition that funds given to a state system through a state office will enhance the humanities in community colleges of that state. The project focused on the community colleges of Washington state with the intention that the State of Washington would serve as an example for colleges across the nation, showing how an entire state system can influence the humanities in all its programs (Center, 1980).

The Center for the Study of Community Colleges, as the assisting agency in the project, collected baseline information on faculty, curriculum, and enrollments in order to compare Washington with the rest of the nation; assisted a core group and a consortium in finding ways of stimulating the humanities; helped people on campuses prepare proposals for funding; organized workshops; helped in publicizing the project, disseminating information, and writing papers for national distribution; assisted in analyzing data and in preparing an inventory of exemplary people and programs; and helped the colleges arrange to collect information on the health of the humanities routinely and on a continuing basis (Center, 1980).

Cohen (1980) presented the following findings and subsequent recommendations based on the Washington State project:

> More than 90% of the students in your colleges will not transfer to any university. It is a datum that you can find in your own individual college reports and in the factbook published annually by the State Board. . . . Fifteen years of ignoring, rationalizing, or denying the fact

> that the community colleges are serving a clientele that is predominantly headed for the work place or for other lifetime pursuits without the benefit of a baccalaurate degree is enough. There is little value in saying that those students don't belong in college at all, or that it's the universities' fault that they do not transfer, or that it's the community college administration's fault that we tend to emphasize occupational and developmental education . . . the demography and the trends of the eighties suggest more, not less pressure on the transfer function. For the humanities to survive in community colleges we must address them to that 90% who will not transfer. . . . It is important to maintain the humanities in the transfer program . . . but we must work to build the humanities into the occupational, remedial, and community services areas so that all our students are exposed to the best ideas of human thought, to the ideas that will enable them to understand their own lives, where they come from, where they are going. (p. 3)

The projects of the Center for the Study of Community Colleges, therefore, point to the imminent need for change in community college humanities programs if they are going to survive. The implication is that the factors related to change should be further investigated.

In summary, clearly the challenge facing community college humanities programs is the implementation and management of change. Yet the literature on community college humanities programs makes no reference to the change process. A model based on change theory was needed in order to understand the interrelationship of the factors that influence change and to predict change in our community college humanities programs. Such a model was the product of this study.

Change Theory

Change Theory: What theories of change are directly related to the model for predicting change in community college humanities programs that is proposed in this study?

In order to provide the basis of a model for predicting change in community college humanities programs, one should first derive from the literature on change theory certain propositions regarding the change process and what causes change to occur in organizations. The review of the literature on change theory, therefore, begins with Lewin's quasi-stationary equilibria theory (1951). Subsequent theories of change whose postulates relate to the predictive model for change in community college humanities programs include the systems approach, planned change theory, and futuristic theory.

Lewin's (1962) ideas about change have had a significant impact on the field of change management. Lewin's thinking about change may be summarized in six postulates.

1. A social standard has the nature of a process. Any change planned requires considering a multitude of factors.

2. The conditions of stable quasi-stationary equilibrium may be likened to that of a river which flows with a given velocity in a given direction during a certain time interval. A social change is comparable to a change in velocity or direction of the river. The strength of forces which tend to lower the standard of social life should be equal and opposite to the strength of forces which tend to raise its level. The resultant forces on the line of equilibrium should therefore be zero. A quasi-stationary equilibrium presupposes that the forces against raising the standard increase with the amount of raising and that the forces against lowering

increase (or remain constant) with the amount of lowering.

3. For any type of social management, it is of great practical importance that levels of quasi-stationary equilibria can be changed in either of two ways: by adding forces in the desired direction, or by diminishing opposing forces. . . . In both cases the equilibrium might change to the same new level. . . . In the first case, the process on the new level would be accompanied by a state of relatively high tension; in the second case, by a state of relatively low tension. Since increase of tension above a certain degree is likely to be paralleled by aggressiveness, higher emotionality, and lower constructiveness, . . . as a rule, the second method would be preferable.

4. Many social habits are anchored in the relation between the individuals and certain group standards. . . . If the individual should try to diverge "too much" from group standards, he would find himself in increasing difficulties. . . . The group level itself acquires value.

5. It is usually easier to change individuals formed into a group than to change any one of them separately.

6. Changing is a three-step procedure: unfreezing, moving, and freezing of a level. Since any level is determined by a force field, permanency implies that the new force field is made relatively secure against change. (pp. 235-238)

Lewin's model for change may be summarized in the following way:

(Morris, 1980, p. 6)

Systems theorists impose the structure of the physical and biological sciences on the concepts of social interaction. A system may be visualized as a circle containing

all the relevant elements, parts, and variables joined together by elastic bands. The shifting of any one of these elements, parts, or variables results in a concomitant shift in the rest. Hence, there exists in organizations interaction and interdependency within the system (Chin, 1962, p. 203).

> A system model assumes that organization, interdependency, and integration exist among its parts and that change is a derived consequence of how well the parts of the system fit together, or how well the system fits in with other surrounding and interacting systems. The source of change lies primarily in the structural stress and strain externally induced or internally created. (Bennis et al., 1976, p. 100)

The concept of boundary is an essential element of a systems approach to change. Chin (1962) defined boundary as

> . . . the line forming a closed circle around selected variables, where there is less interchange of energy (or communication, etc.) across the line of the circle than within the delimiting circle. The multiple systems of a community may have boundaries that do or do not coincide. (p. 203)

Equilibrium, the term used to describe parts balanced at a fixed point or level, and steady state, the term used to describe the balanced relationship of parts that is not dependent on any fixed equilibrium point or level, are also terms introduced by Chin (1962) and are basic to understanding a systems approach to change. A system in equilibrium has one of several ways of reacting to disturbances.

1. Resisting the influence of the disturbance, refusing to acknowledge its existence, or by building a protective wall.

2. Resisting the disturbance through bringing into operation the homeostatic forces that restore or recreate a balance.

3. Accommodating the disturbances through achieving a new equilibrium. (p. 205)

The equilibrium concept permits an examination of change potential by generating relevant questions. Bennis et al. (1976) provide a list of possible questions in their analysis of theories of change.

1. What are the conditions conducive to the achievement of an equilibrium in this case? Are there internal or external factors producing these forces? What is their quality and tempo?

2. Does the case of the client-system represent one of the typical situations of equilibrium? How does judgment on this point affect intervention strategy? If the practitioner feels the situation is tense and precarious, he should be more cautious in intervention than in a situation of stable type.

3. Can the practitioner identify the parts of the system that represent greatest readiness to change, and the greatest resistance to and defense against change? Can he understand the functions of any variable in relation to all other variables? Can he derive some sense of the direction in which the client system is moving, and separate those forces attempting to restore an old equilibrium and those pushing toward a new equilibrium state (pp. 94-95)?

The concept of feedback is another essential element of systems theory.

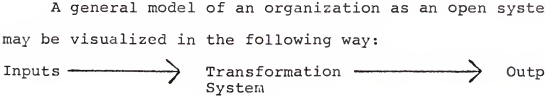
> Inputs and outputs occur across boundaries. Outputs affect the environment; inputs are the system's way of gathering information from the environment. . . . An organization's increased sensitivity to its impact on its environment and a greater openness to information from the environment is the most improvement which can be made to a system. (Chin, 1962, p. 206)

Open and closed systems are terms commonly used in literature on systems theory. No living systems are closed, but they do vary along a continuum of openness and closedness. In examining a system it is useful for a change agent to imagine opening a system to inject a new element; then to imagine the system being entirely closed while observing what is happening as a result of the new element (p. 206).

Chin (1962) saw seven positive possibilities for using systems analysis in managing change.

1. Diagnosticians can avoid the error of cause and effect thinking;
2. They can justify what is included in observation and interpretation--and what is temporarily excluded;
3. They can predict what will happen if no new outside force is applied;
4. They are guided in categorizing what is relatively enduring and stable, or changing in the situation;
5. They can distinguish between what is basic and what is merely symptomatic;
6. They can predict what will happen if they leave the events undisturbed and if they intervene;
7. They are guided in selecting points of intervention. (p. 206)

A general model of an organization as an open system may be visualized in the following way:



(Kast and Rosenzweig, 1979, p. 108)

Bennis et al. (1976) proposed an extension of system analysis, an intersystem model. An intersystem model involves two open systems connected to each other and "leads to the examination of the interdependent dyanmics of interaction both within and between units" (p. 97).

Planned change was presented by Bennis (1966) as a method "which can be viewed as the crucial link between theory and practice, between knowledge and action" (p. 81). "It utilizes a number of models and has been described as interdisciplinary, relying most heavily on sociology and psychology" (p. 82).

Planned change is a process involving

1. A change agent: typically a behavioral scientist from outside the organization.
2. A client-system: the organization which is changing.
3. A deliberate and collaborative relationship between the change agent and the client system.
4. Valid knowledge: knowledge that is based on the requirements for viable applied social science research. (pp. 82-90)

According to planned change theorists, change is induced and controlled, occurs by unfreezing parts, and is a result of a rational choice to achieve deliberate goals (pp. 213-214).

Levine (1980) lists other important planned change theorists, Bennis (1973), Lindquist (1978), Martorana and Kuhns (1975). He refers to the school of planned change as an eclectic school, a pragmatic school which seeks to overcome the weaknesses of any individual strategy by combining

the strengths of all change strategies (p. 190). He provides the following synthesis of theories on planned change.

1. Create a climate, even a demand, for change.
2. Diminish the threat associated with innovation and avoid hardline approaches.
3. Avoid being timid.
4. Appreciate timing.
5. Gear the innovation to the organization.
6. Engage in information dissemination and evaluation.
7. Communicate effectively.
8. Get organizational leaders behind the innovation.
9. Build an active base of support.
10. Establish rewards.
11. Plan for the postadoption period. (pp. 210-211)

Bennis (1966) predicted that organizations of the future would experience rapid change, temporary systems, and short-term relationships.

> In these new organizations, participants will be called upon to use their minds more than at any other time in history. Fantasy and imagination will be legitimized in ways that today seem strange. Social structures will no longer be instruments of repression--but will exist to promote play and freedom on behalf of curiosity and thought. (p. 14)

Taylor's explanation of strategic planning as a change process is reminiscent of Bennis' forecast.

> Strategic planning is . . . primarily concerned with the relationship between an enterprise and its environment and is regarded as having two aspects: (a) a strategic position which is the cultural relationship between an enterprise and

> its environment at a specific point in time; (b) a strategic plan which refers to an intended relationship and consists of a set of corporate objectives (or sometimes a less precise vision), and the proposed conditional steps to be taken to achieve the objectives or vision. (Taylor, 1979, p. 46)

Traditional change approaches are being challenged by more recent writers (Argyris, 1980; Clark, 1980; and Lonsdale and Ohm, 1971). Lonsdale and Ohm (1971) developed guidelines for a futuristic theory.

1. Planners should be appointed by the head administrator in order to provide planning activities with a positive image and top-level support.

2. Planning should be based on an assumption of uncertainty about the future. This would lead to formulation of several possible futures, encouraging contingency planning.

3. Planning should not be carried out on an interrupted basis; planners should have full-time appointments.

4. Long-range planning should occur in concert with adaptive short-range planning.

5. All the tools available to futurists should be used in planning: the Delphi technique, cross-impact analysis, trend extrapolation, forecasting, dynamic modelling, simulation/gaming, expert position-papers, scenario-building.

6. Planners should bear in mind the environment in which the organization exists. (pp. 125-127)

The futurists appear to share the belief that

> our paradigms of planned change desperately need to be broadened to account for the needs, aspirations, anger, and concern of outside groups and internal pressure groups and caucuses and to incorporate models of change which are more innovative and far-reaching in their definitions of who governs the organization. (Bennis et al., 1976, p. 177)

This study provides a model for predicting change in community college humanities programs. The researcher has drawn on the ideas inherent in the theories of Bennis (1966), Bennis et al. (1976), Chin (1962), Kast and Rosenzweig (1979), Lewin (1951), and Londsdale and Ohm (1971).

The model presupposes not only the tenets of quasi-stationary equilibria theory, systems theory, and planned change as they have been presented in this review of the literature, but also the model incorporates the futurists' concern for vision by providing a simulation component.

Finally, Kast and Rosenzweig (1979), two management theorists, suggest that systems concepts are too abstract and are based on universal principles. They propose what they call contingency views which "are based on systems concepts but tend to be more concrete and to emphasize more specific characteristics of social organizations as well as patterns of relationships among the subsystems" (p. 486).

The model this study proposes reflects this contingency view because it emphasizes specific characteristics of humanities programs as well as patterns of relationships among a number of interrelated external and internal variables that have been identified in the literature.

Kast and Rosenzweig (1979) believe that a contingency view permits "prescriptive guidelines to be set forth in statements such as, 'If the condition is A, then action X is most likely to be effective. However, if the condition is

B, then action Y should be used'" (p. 486). It is precisely these kinds of prescriptive guidelines that the model from this study permits.

CHAPTER III

THE DESIGN OF THE STUDY

Study Design

The design of this study used survey research techniques. Project directors associated with community college humanities programs that received external funding from the National Endowment for the Humanities (NEH) were surveyed. This survey, in the form of a questionnaire, served as a systematic empirical inquiry in which the researcher did not have direct control of the variables because change had already been implemented.

Sample

For the field portion of this study, a deliberate sample of 93 project directors funded by NEH to direct consultant, pilot, and/or implementation grants was selected. The selection was made from an NEH computer printout. The printout listed grants made by the NEH Division of Education to two-year institutions. It included all the grants made from September 1979 through 1982. (September 1979 was the date on which the Endowment computer went into operation.) The sample was limited to public, two-year institutions and

to project directors who had received funding from NEH and were employed by those institutions.

Instrumentation

A questionnaire (see Appendix C) was used to collect data from the project directors identified in the computer printout. The instrument was a four-part questionnaire intended to provide the necessary data to answer the five research questions generated by the review of the literature.

1. Are changes occurring in programs that received external funding between 1979 and 1982 and to what degree are they occurring?
2. Which recommended changes are receiving the greatest attention?
3. How do the project directors perceive the degree of influence of various external and internal factors on their programs?
4. Are the types of changes themselves factors that can influence the degree of change actually experienced?
5. Can a model be developed to illustrate the external and internal factors that facilitate change in order to predict change?

In developing the questionnaire, the researcher relied heavily upon material published in a series of special reports entitled The Humanities in Two-Year Colleges published by the Center for the Study of Community Colleges

and the ERIC Clearinghouse for Junior Colleges. A list of the influential factors of change in community college humanities programs was published in the sixth and final report (see Appendix B). Questions incorporating this list of change factors were included in the questionnaire. To determine the strength of influence of each factor, the 93 project directors were asked to express on a Likert scale their preception of the importance of each factor to the success of their project.

The questionnaire was circulated and refined by an expert panel, a group of individuals selected because of their individual stature or position in humanities. Specifically, the panel was made up of three people, the deputy director of the Division of Educational Programs of the National Endowment for the Humanities, the director of the Center for the Study of Community Colleges, and a veteran NEH humanities project director. Members of the panel received a cover letter and a copy of the rough draft of the questionnaire (see Appendix D). Each was asked to review the questionnaire and to write suggestions and recommendations on the rough draft. Each responded, and their responses were clarified by telephone. The questionnaire was revised, and the final draft was printed (see Appendix C).

Pilot Study

Conducting a pilot study posed a problem because the researcher was already limited by a small sample of NEH project directors. In order to avoid using NEH project directors who were needed for the study, the researcher selected ten grant directors on her community college campus. The inherent assumption was that any grant director would have the experience necessary to respond to the questionnaire. The purpose of the pilot study was, therefore, to ask experienced grantspersons to review the questionnaire, simulate responses to the questions, and forward suggested deletions, additions, and/or changes to the researcher (see Appendix D for the questionnaire and the cover letter used with this group).

Seven of the ten grant directors completed the questionnaire. They indicated how much time was required to complete the questionnaire, whether the directions were clear, and forwarded suggestions to the researcher. It was the combined responses of the panel of experts and the grant directors that resulted in the final draft of the questionnaire (see Appendix C) and enabled the researcher to proceed with the study.

Data Collection

The questionnaire was mailed to 93 project directors the first week of February, 1983. A cover letter that

explained the nature of the study and the purpose of the questionnaire accompanied the questionnaire. This letter indicated that the questionnaire should be returned by February 21, 1983.

On February 22, 1983, the researcher identified those directors who did not respond and prepared a second cover letter to accompany a second mailing of the questionnaire (see Appendix C). This letter requested that the questionnaire be returned by March 20, 1983.

The researcher anticipated that two mailings would result in a rate of return that would be adequate to proceed with an analysis of the data by April, 1983. Seventy-one of the 93 questionnaires were returned by March 20, 1983. The rate of return was, therefore, 76%, and the researcher proceeded with the data analysis.

Data Analysis

The first three research questions were answered with descriptive statistics. Data collected from responses to questions four and five were analyzed using a stepwise regression procedure in order to develop a model for predicting change. The regression equation was as follows:

$$Y = a_1 f_1 + a_2 f_2 + a_n f_n + b + e$$

In this equation Y is the possibility of change; a, the partial correlation coefficient, is the amount of influence

given to a factor; f is the value of a factor on a particular question, b is the constant and e is the error probability. Tables generated by the research questions appear in Chapter IV.

CHAPTER IV

PRESENTATION OF THE FINDINGS

Introduction

The purpose of this study was to investigate changes occurring in community college humanitites programs and to develop a model that would illustrate the relationship of the factors that are influencing change and that would predict change. For the field portion of the study, a deliberate sample of project directors funded by the National Endowment for the Humanitites (NEH) was selected. The selection was made from an NEH computer printout which listed all of the consultant, pilot, and implementation grants funded by NEH from September 1979 through 1982. The sample included all of the NEH project directors on the printout who were employed by public, two-year institutions. Ninety-three project directors received questionnaires. Respondents returned 75 questionnaires; four others came back because they could not be delivered. Therefore, 71 questionnaires were included in the calculations for this study.

The chapter is organized around five research questions and three hypotheses generated by research questions four

and five. The results of the data analyses for the five research questions and the hypotheses are presented and discussed in this chapter. Conclusions are found in Chapter V.

Research Question One

Are changes occurring in community college humanities programs that received external funding between 1979 and 1982 and to what degree are they occurring?

Responses to Parts II and III of the questionnaire provided data used to address this question (see Appendix C). Part II of the questionnaire presented NEH project directors with a list of the five changes for community college humanities programs that were recommended by the Center for the Study of Community Colleges.

1. Community colleges should move toward interdisciplinary courses.
2. Advocates of the humanities should make liaison with the community service staff in their institutions.
3. The humanities faculty should work with media production centers to present portions of courses in reproducible format.
4. The humanities should be available to students in occupational programs through other than traditional course formats.
5. The humanities advocates should develop their own advisory groups outside the institutions.

The directors were asked to read through the list and indicate the recommended change that best described the intent of their funded project. In the event that none of the recommended changes was related to their project, they were to indicate other and explain what change their project was intended to accomplish. In this way, the researcher was able to determine whether changes were occurring in community college humanities programs. Column one of Table 1 shows the frequency with which changes were reported. The most commonly reported changes were in the areas of occupational programs, interdisciplinary courses and other. The most commonly reported other changes were combinations of change types one through five. Seven respondents circled more than one of the first five choices.

In Part III of the questionnaire, project directors estimated, as a percentage, the degree of change they were able to accomplish (see Appendix C). The researcher relied on the directors' perceptions of the extent of change resulting from their projects. Percentages recorded by each project director for each type of change he or she indicated were added and the total percentage was then divided by the number of directors who indicated each type of change. This calculation provided the mean percentage reported by the directors for each of the six change categories (see column 2, Table 1). In this way, it was possible to

Table 1

Types, Frequencies, and Estimated Degrees of Change Reported for Community College Humanities Programs (n=64)

Type of Change Funded	No. of Directors Reporting the Change n	Directors Reported Mean Percentage of Change Obtained %
1. Interdisciplinary courses	20	57.5
2. Community liaison	5	16.0
3. Portions of courses in reproducible format	1	60.0
4. Occupational programs	26	50.2
5. Outside advisory groups	0	0
6. Other	12	65.7
Total	64	--

estimate in another way the degree to which certain changes had occurred in community college humanities programs.

Only 64 of the questionnaires were included in the calculations for Table 1 because seven directors did not indicate the degree of obtained change and were not used in the calculation of the percentage means. Therefore, the responses of two directors who indicated their projects related to movement toward interdisciplinary courses, one director who indicated the humanities should be available to students in occupational programs, one director who indicated humanities advocates should develop their own advisory groups outside the institutions, and three directors who indicated other were not included in the calculations for Table 1.

Significant for purposes of this study is that all 71 respondents indicated it was a proposal for change in their humanities programs that was funded by NEH. No one was funded to maintain or strengthen the status quo. Table 1 demonstrates, therefore, that changes are occurring in community college humanities programs. Furthermore, Table 1 percentages indicate that project directors implementing movement toward interdisciplinary courses and the availability of humanities to students in occupational programs perceived they accomplished at least half of the change they anticipated.

The single project funded to implement portions of courses in reproducible format was also perceived to have

accomplished at least half of the change anticipated as were the single additional change types indicated in hand-written explanations for the other category.

Research Question Two

Which recommended changes are receiving the greatest attention?

Only the data provided by project directors in Part II of the questionnaire were used to answer this question. Part II of the questionnaire listed the recommended changes compiled from the literature and provided space for project directors to list any other proposed changes that had been funded. What follows is a list of the other changes that were indicated by the directors.

6.a. Community colleges should increase the use of writing in all courses and develop faculty skills in helping students write effectively.

6.b. Community colleges should offer humanities to diverse groups in widely dispersed locations.

6.c. The humanities and other areas and disciplines should develop mutual trust and respect of each others' tasks in the whole education of the student.

6.d. Community colleges should provide for faculty development.

6.e. Reading and writing courses should draw upon the cultural resources of the learner.

6.f. Community colleges should develop innovative methods and materials to integrate traditional humanities with the humanities of native Americans.

6.g. Community colleges should upgrade humanities faculty and staff morale.

6.h. Community college humanities programs should develop creative scheduling possibilities.

Table 2 provides frequency and percentage data that illustrate how many projects were funded for implementation in each change category. The total number of responses was divided by the number of project directors responding. The resulting percent of total figures indicated which changes were receiving the greatest attention.

The data in Table 2 clearly demonstrate that all respondents indicated they were funded to implement change and that proposals for movement toward interdisciplinary courses and making humanities available to students in occupational courses through other than traditional course formats were funded more frequently than other proposals in the sample between 1979 and 1982. Although Table 2 also reveals there was substantial funding for the other category, only eight hand-written explanations identified changes that were not related to change types one through five. Of the eight additional changes identified and listed on pages 52 and 53, none was duplicated. The remaining seven responses were actually related to change types one through five but were not included in the calculations

Table 2

Number and Percentage of Projects Funded by Change Category (n=71)

Type of Change Funded	n	Percent of Total
1. Interdisciplinary courses	22	31.0
2. Community liaison	5	7.1
3. Portions of courses in reproducible format	1	1.4
4. Occupational programs	27	38.0
5. Outside advisory groups	1	1.4
6. Other	15	21.1
Total	71	--

except in the other category because those seven respondents circled more than one of the first five choices.

Table 2 data demonstrate that 69% of the projects included in this study were funded to assist community colleges to move toward interdisciplinary courses and to make the humanities available to students in occupational programs. In addition, approximately 79% of the projects studied were funded by NEH to implement the specific changes recommended by the Center for the Study of Community Colleges.

Research Question Three

How do project directors perceive the degree of influence of various external and internal factors on their programs?

Part IV of the questionnaire listed 20 factors identified in the literature as factors which influence change in community college humanities programs (see Appendix C). Project directors indicated their perception of the degree of positive or negative influence or the lack of influence of these factors in the implementation of change at their institutions.

Table 3 shows the mean and standard deviations for the directors' responses, indicating which factors received positive or negative mean influence ratings. Since this was a comparative study, there was no predetermined standard other than the range of responses provided the directors on

Table 3

Directors' Perceptions of Factor Influence on the Change Process: Means, Standard Deviation, and Lowest and Highest Assigned Values (n=71)

Change Factors	Mean Influence Rating	sd	Lowest Assigned Value	Highest Assigned Value
1. State government	-0.51	2.13	-5.00	3.00
2. Senior institutions	0.56	2.02	-5.00	5.00
3. Local government	0.07	1.07	-4.00	5.00
4. Local funding schedules	0.15	1.25	-5.00	3.00
5. Community service/continuing education	0.94	1.49	-3.00	5.00
6. Community organizational support	1.00	1.74	-5.00	5.00
7. Special events/local drama	1.59	1.64	0.00	5.00
8. High school articulation	0.82	1.47	-3.00	5.00
9. Population patterns	0.42	1.70	-4.00	4.00
10. College program funding	0.76	2.52	-5.00	5.00

(Continued)

Table 3

(Continued)

Change Factors	Mean Influence Rating	sd	Lowest Assigned Value	Highest Assigned Value
11. Faculty incentives	2.00	2.31	-5.00	5.00
12. Humanities grants (NEH)	3.52	1.90	-5.00	5.00
13. Humanities grants (state)	1.08	1.70	-5.00	5.00
14. Instructional resources/ library, audio visual	1.86	1.58	0.00	5.00
15. Curriculum development/ humanities requirements	2.31	1.94	-3.00	5.00
16. Coordination between humanities & other programs	1.77	2.51	-5.00	5.00
17. College presidents	1.82	2.49	-5.00	5.00
18. Board of Trustees	0.70	1.92	-5.00	5.00
19. Unions	0.04	1.36	-5.00	5.00
20. Academic background of administrators	0.63	2.50	-5.00	5.00

the questionnaire, -5 to +5. Table 3 provides a comparison of each mean influence rating for the 20 change factors studied. The analysis here was based on the assumption that each director had a perception of what the scale meant and that this perception was consistently applied in responding to the 20 items.

The standard deviations of the influence ratings appeared to be relatively similar and fell for the most part between 1.00 and 2.00. Factors 10, 16, 17, and 20 were exceptions. The ratings of these four factors, college program funding, coordination between humanitites and other programs, college presidents, and academic background of administrators, were spread out between -5 and +5 which indicated a higher variability in the response ratings. The ratings of the majority of the remaining factors were spread out between either -3 and +3 or -2 and +2 which indiated less variability in responses.

As can be observed in Table 3, factor one was the only factor with a negative mean response. Because of this finding one can safely assume that the average perception of the influence of state government on change efforts in community college humanitites programs was negative.

Factors 3, 4, and 19, on the other hand, had mean influence ratings that were close to zero. These means, when considered with their corresponding standard deviations, suggest the average perception of the influence of local government, local funding schedules, and unions on

change is that they have little discernible influence. Note, however, that the lowest and highest assigned values for these three factors, when considered with the mean influence ratings and standard deviations, indicate that there are some extreme differences of opinion with regard to these three factors (see Table 3).

Although the remaining 16 factors received positive mean responses, only factors 11, 12, and 15 had a mean response of 2.00 or better. For this reason one could assume that the average perception of the influence of faculty incentives, NEH grants, and curriculum development which results in required humanities courses was positive. Once again, the lowest and highest assigned values for these factors, when considered with the mean influence ratings and standard deviations, reinforce this analysis (see Table 3). The other thirteen factors would be seen as having less influence on the average, although for some, notably 10, 16, 17 and 20, there was considerable disagreement about how much influence they had.

Finally, community cultural events, factor 7, and instructional resources, factor 14, were the only two factors which received no negative ratings. No one in the sample perceived these factors as having a negative influence on change.

Research Question Four

Are the types of change themselves factors which can influence the degree of change actually experienced?

This question led to the following hypothesis:

Hypothesis 1

H_o1: The average degree of change obtained is equal with respect to each of five types of change.

Analysis of variance was used to test this hypothesis (H_o1: $\tau_1 = \tau_2 = \tau_3 = \tau_4 = \tau_5$) where τ_1 through τ_5 represented the mean degree of change obtained by the five types of change attempted. Specifically, the five types of change are presented below.

τ_1 Community colleges should move toward interdisciplinary courses.

τ_2 Advocates of the humanities should make liaison with the community services staff in their institutions.

τ_3 The humanities faculty should work with media production centers to present portions of courses in reproducible format.

τ_4 The humanities should be available to students in occupational programs through other than traditional course formats.

τ_5 The humanities advocates should develop their own advisory groups outside the institutions.

Table 4 summarizes the results of the analysis of variance. Hypothesis 1 was not rejected based on the

Table 4

Analysis of Variance of Types of Change

Source	df	ss	ms	F value	PR>F
Model	4	9428.03	2357.00	1.80	0.14
Error	59	77297.71	1310.13		
Corrected Total	63	86725.73			

results of the ANOVA; F value was $F(df_1 = 4, df_2 = 59) = 1.80$; $\alpha = .05$ (see Table 4).

The researcher performed an F-test to compare the five types of change and looked for variations among types of change. If the five types of change all had essentially the same change, then they all equally affected the degree of change. The F value calculated was not significant at the .05 level. Therefore, the researcher concluded that the degree of change across the factors was essentially the same and had the same influence on the overall measure of change which was taken from the respondents' perceptions.

Since the analysis was based on the respondents' perceptions, the researcher was restricted from generalizing to what influences actually existed in the respondents' situations. Therefore, the measure of change was not a summary score. It was strictly the respondents' perceptions

of how closely they came to their real goals. Their perceptions equalled the best estimate. The point estimate of the degree of change, therefore, was how close each respondent came to accomplishing his goal.

Initially, 20 factors were identified which influence change in community college humanities programs (see Table 3). This hypothesis tested whether or not the five change types in themselves were also factors which influence change. The results of the ANOVA indicate there was no one change type that influenced change more than any other; they all had equal influence.

Research Question Five

Can a model be developed to illustrate the external and internal factors that facilitate change in order to predict the likelihood of change?

This question led to the following hypotheses:

Hypothesis 2

H_o2: The parameters of all factors or sources of variability are equal to zero.

Hypothesis 3

H_o3: The parameter of each factor or source of variability is equal to zero.

A stepwise regression procedure was used to test both Hypothesis 2 and Hypothesis 3. The original model tested

had a dependent variable of degree of change obtained. The five types of change attempted, the amount of NEH grant funding, and the influence ratings of the twenty influence factors were the independent variables used in this analysis. The stepwise regression procedures only entered those independent variables into the model which made a contribution to the model (that is, significantly reduced the error sum of squares while other independent variables already in the model were controlled). The only three independent variables which significantly contributed to the model were (1) factor 10, college program funding, (2) factor 15, curriculum development/humanities requirements, and (3) the amount of funding from the NEH.

A standard test of interaction was performed on the identified model using a reduced model-complete model F-test. Although the results of that procedure are not reported in tabular form, no interaction was found among the independent variables.

Table 5 shows the results of the final multiple regression model. The overall model had an F value of 7.35 with a probability of 0.00. This result indicated that Hypothesis 2 (H_o2: $\beta_1 = \beta_2 = . . . \beta_i = 0$) could be rejected since the F value was highly significant. An assumption was made that the model had at least some predictive or explanatory properties based on the rejection of this hypothesis. In fact, the coefficient of multiple determination (shown in

Table 5

General Linear Model Analysis of Change

Dependent Variable: (likelihood of change)

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR>F
Model	3	23302.69	7767.56	7.35	0.00
Error	59	62326.17	1056.38		
Corrected Total	62	85628.86			

R-Square 0.27

SOURCE	DF	TYPE IV SS	F VALUE	PR>F
F10	1	11891.41	11.26	0.00
F15	1	6374.48	6.03	0.02
Grant Amount	1	2965.80	2.81	0.10

PARAMETER	ESTIMATE
Intercept	33.005
F10	5.458
F15	5.222
Grant Amount	0.00016318

Table 5 as R-Square) had a value of 0.27 which can be interpreted to mean that the model explains 27% of the variation in the degree of change obtained.

The third hypothesis (H_o3: $\beta_i = 0$) was tested by the Type IV sums of squares tests, which are sometimes called partial sums of squares. The results of the partial sums of squares tests are also presented in Table 5. These sums of squares reflect the amount of explained variation which was contributed by each of the independent variables while controlling for the other variables in the model. Factor 10 had an F value of 11.26 with a probability of 0.00. Factor 15 had an F value of 6.03 with a probability of 0.02 and the NEH grant amount had a marginal F value of 2.81 with a probability of 0.10. The first two independent variables unquestionably contributed to the model. The NEH grant amount at best marginally contributed to the model but was left in the model since the sample size was not very large and could have caused the small F value for that independent variable. Therefore, Hypothesis 3 was rejected for each of the independent variables. In other words, each of the independent variables was assumed to contribute to the model.

The final outcome of the multiple regression analysis was the construction of the prediction model. By using the parameter estimates for each of the independent variables in the model and the parameter estimate for the y-intercept term (see Table 5), the following equation for predicting

(or explaining) the degree of change obtained in a humanities program was constructed:

$$\text{Degree of Change} = 33.005 + 5.458 * F_{10} + 5.222 * F_{15} + 0.00016318 * \text{grant amount}$$

where F_{10} is the influence rating for factor 10, internal funding; F_{15} is the influence rating for factor 15, curriculum development, and grant amount is the amount of NEH grant funding which was received to promote the change.

The usefulness of this prediction equation is discussed in Chapter V.

Summary

An analysis of the data yielded the following results.

1. All of the respondents indicated that a proposal for change in their humanities programs was funded by NEH. No one was funded to maintain or strengthen the status quo.
2. Those respondents who were funded to move toward interdisciplinary courses or to make humanities available to students in occupational programs through other than traditional course formats accomplished at least half of the change they anticipated.

3. Change proposals funded on a one-time basis appeared to be more successful than change proposals that received more attention.
4. Sixty-nine percent of the projects included in this study were funded to assist community colleges to move toward interdisciplinary courses and to make the humanities available to students in occupational programs through other than traditional course formats.
5. At least 79% of the projects in the sample were funded to implement the specific changes recommended by the Center for the Study of Community Colleges in Los Angeles, California.
6. The average perception of the influence of state government on change in the humanitites programs was negative.
7. There were extreme differences of opinion as to the role of local government, local funding schedules, and unions with regard to their influence on change efforts in community college humanities programs.
8. The average perception of the influence of faculty incentives, NEH grants, and curriculum development on change was positive.
9. Community cultural events and instructional resources were the only two influence factors that did not receive at least one negative rating.
10. No one humanitites change type influenced change more than any other; all had equal influence.

11. A predictive model was developed to illustrate the external and internal factors that facilitate change in community college humanities programs. The independent variables, internal funding, curriculum development, and NEH grant amount entered the predictive model. The model itself did not prove to be a strong one for predicting change. The model developed accounted for only 27% of the variation in percentage change reported for humanitites programs; nevertheless, this new predictive model provides a basis for research and further investigation into the change process associated with community college humanitites programs.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Community college humanities faculties that received external funding from the National Endowment for the Humanities (NEH) between 1979 and 1982 have been implementing change. What was needed was a model that would not only illustrate the relationship of the factors that are influencing change, but also one that would predict change. This study developed such a model. The model should be useful because the literature indicates that community college humanities programs must continue to implement change since these programs are on the decline.

The design of the study was a survey. Project directors associated with community college humanities programs that received external funding from NEH between the years 1979-1982 were surveyed. This survey, in the form of a questionnaire, served as a systematic inquiry in which the researcher did not have direct control of the variables because change had already been implemented.

For the field portion of the study, a deliberate sample of project directors funded by NEH to direct consultant,

pilot, and/or implementation grants was selected. The sample was limited to public, two-year institutions and to project directors who had received funding from NEH and were employed by those institutions between 1979 and 1982. Of the 93 questionnaires mailed, 71 were used for the calculations of the data.

In developing the questionnaire, the researcher relied heavily on material published in a series of special reports entitled The Humanities in Two-Year Colleges published by the Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges. The questionnaire was circulated and refined by an expert panel and was intended to provide data that would answer five research questions.

1. Are changes occurring in programs that received external funding between 1979 and 1982 and to what degree are they occurring?
2. Which recommended changes are receiving the greatest attention?
3. How do the project directors perceive the degree of influence of various external and internal factors on their programs?
4. Are the types of changes themselves factors that can influence the degree of change actually experienced?
5. Can a model be developed to illustrate the external and internal factors that facilitate change in order to predict change?

The first three research questions were analyzed descriptively. Research questions four and five generated three hypotheses which were analyzed using analysis of variance and a stepwise regression procedure that produced the prediction equation

$$Y = a_1f_1 + a_2f_2 + a_nf_n + b + e$$

where Y is the possibility of change; a, the partial correlation coefficient, is the amount of influence given to a factor; f is the value of a factor on a particular question; b is the constant, and e is the error.

Discussion and Conclusions

A marked decline of enrollment in community college humanities programs prompted this investigation. Personal experience of the author, who is chairperson of a community college humanities program; informal discussions with others in the field at national conferences; and a review of the literature all indicated the pressing need to reverse this enrollment decline through the implementation of change. The results of the study are encouraging as the discussion which follows indicates; however, the researcher's conclusions indicate a great deal remains to be done if the humanities are to have an impact on the nation's community college students.

A review of the literature generated five research questions and three hypotheses. Datum collected for this study required descriptive analysis.

Research Question One

Are changes occurring in community college humanities programs that received external funding between 1979 and 1982 and to what degree are they occurring?

Only 64 of the questionnaires could be included in calculations for this question; however, all 64 respondents indicated it was a proposal for change in their humanities programs that was funded by NEH. No one was funded to maintain or strengthen the status quo. Furthermore, of the five change types identified in the literature, movement toward interdisciplinary courses and the availability of the humanities to students in occupational programs through other than traditional course formats were change proposals that received the greatest attention.

The researcher concludes that changes are occurring in community college humanities programs that have received NEH funding. Project Athena (1978), which reported the original needs assessment conducted to establish criteria for awarding NEH grants, determined, "something was required to provoke the faculty to think about their teaching in a 'mold breaking sort of way'. They were not to be rewarded for doing better what they were already doing" (p. 14).

The implications inherent in the data are that (1) funding change efforts is still a priority criterion of

NEH, and that (2) if change is needed in community college humanities programs, community colleges should take full advantage of the opportunities offered to them by NEH. Furthermore, the researcher concludes that the predictive model generated by this study suggests internal funding, curriculum development which includes required humanities courses, and, to a lesser degree, grant amount explain the greater degree of change experienced by project directors implementing movement toward interdisciplinary courses and the availability of the humanities to students in occupational programs.

While it is not possible from the data to explain why change proposals funded on a one time basis appear to be more successful than changes that receive more attention, the researcher suggests this is a result of the Hawthorne effect. Those respondents are possibly the single initiators of their proposal and are highly motivated because they feel unique or special at their institutions.

Research Question Two

Which recommended changes are receiving the greatest attention?

Sixty-nine percent of the projects included in this study were funded to assist community colleges to move toward interdisciplinary courses and to make the humanities available to students in occupational programs through other than traditional course formats. At least 79% of these

projects were funded by NEH to implement the specific changes recommended by the Center for the Study of Community Colleges.

What is implied by this datum is a conscious effort on the part of NEH to fund the implementation of changes identified and recommended by a nationally recognized research center. What is also implied is a commitment to introduce the humanities to non-majors through interdisciplinary courses and to students who may not continue further formal education, in particular those students in occupational courses.

Project Athena (1978) reported that

> despite extraordinary increase in enrollments in two-year colleges, . . . enrollments in two-year colleges had gone up 6.59%, . . . fewer students in community colleges chose majors in the humanities in 1976 than in 1969. (p. 10)

NEH funding patterns between 1979 and 1982, therefore, would appear to be a direct response to this phenomenon.

Furthermore, this datum supports the previous conclusion that grant amount explains in part the greater degree of change experienced by project directors implementing movement toward interdisciplinary courses and the availability of the humanities to students in occupational programs.

Research Question Three

How do project directors perceive the degree of influence of various external and internal factors on their programs?

Project directors indicated on a scale of -5 to +5 the degree of negative influence, positive influence, or lack of influence of 20 factors that influence change in community college humanities programs. The average perception of the influence of state government on change was negative. There were extreme differences of opinion with regard to the influence of local government, local funding schedules, and unions on change efforts. On the other hand, the average perception of the influence of faculty incentives, NEH grants, and curriculum development which results in required humanities courses was positive.

These data suggest a positive relationship between change theory and the perceptions of the project directors. What follows, therefore, is an interpretation of the data referencing change theories identified and discussed in the review of the literature (see Chapter II).

The researcher suggests that when each of the project directors applied for a grant from NEH, he or she was initiating planned change. NEH grant proposals must identify deliberate goals, and they require an explanation of how the proposed change will be induced and controlled. Consultant grants in particular and pilot and implementation grants in general identify a change agent from outside the

organization and establish a deliberate and collaborative relationship between the change agent and the client system or the particular community college humanities program. As the previous data indicate, the decision to fund a particular proposal is ultimately based on knowledge that is founded on the requirements for viable applied social science research.

Systems theory provides a possible explanation of what happens after a grant proposal is funded.

> A system model assumes that organization interdependency, and integration exist among its parts and that change is a derived consequence of how well the parts of the system fit together, or how well the system fits in with other surrounding and interacting systems. The source of change lies primarily in the structural stress and strain externally induced or internally created. (Bennis et al., 1976, p. 100)

When the project directors were asked to indicate for each influence factor the degree to which they felt the factor had influenced change in their humanities programs, their perceptions theoretically reflected an awareness of the concept of boundary.

The datum implies that community college humanities programs as a rule do not fit in with state government, one of the surrounding and interacting systems. The inputs to community college humanities programs from state government and/or the outputs to state government from community college humanities programs appear to create the greatest resistance to change. The researcher concludes that community college humanities programs should increase their

sensitivity to their impact on state government and be more open to information from state government.

With this in mind, the differences of opinion found in this investigation with regard to the influence of local government, local funding schedules, and unions can be discussed. State governments have more in common with each other than do local governments, local funding schedules, and unions so one might expect more consensus of opinion among respondents. The extreme differences of opinion suggest that in some locations the inputs and outputs among community college humanities programs, local governments, local funding schedules, and unions create resistance to change. In other locations they assist change. The influences of local governments, local funding schedules, and unions is, therefore, likely to be peculiar to a particular locale.

The researcher concludes once again that community college humanities programs should increase their sensitivity to their impact on local governments, local funding schedules, and unions and be more open to information from these systems. NEH should also investigate these systems in order to anticipate problems and facilitate the success of their funded proposals.

There remains the question of why faculty incentives, NEH grants, and curriculum development which results in required humanities courses were perceived in this study to have had the greatest positive influence on change in

community college humanities programs. Of these three influence factors, NEH grants is the only external influence. The datum implies that funded community college humanities programs fit in with the NEH, a surrounding and interacting system. The inputs to community college humanities programs from NEH and/or the outputs to NEH from community college humanities programs are positive inputs and outputs. The researcher concludes that community college humanities programs that receive funds from NEH are likely to be more sensitive to their impact on NEH and are thus more open to information from NEH.

Faculty incentives and curriculum development are perceived to be positive internal influences. One implication of this datum is that internal factors have fewer and less distant boundaries to permeate so the flow of material, energy, and information with regard to these internal factors was less impeded and better perceived. The researcher concludes that better dissemination of material, energy, and information from more distant systems, state government for example, would greatly improve prospects for change in community college humanities programs.

Finally, there is a discrepancy in the datum. It would appear that faculty incentives, NEH grants, and curriculum development which results in required humanities courses should have entered the predictive model because they were perceived to have the greatest positive influence on change

in community college humanities programs. This, however, did not occur. Of these three influence factors, only curriculum development entered the model. Internal funding and grant amount were the other two factors that entered.

The researcher suggests that it is possible some factors masked other factors. For example, if internal funding happens to be strongly related to faculty incentives, internal funding may have kept faculty incentives out of the model. Likewise, if NEH grants happens to be strongly related to grant amount, grant amount may have kept NEH grants out of the model.

One of the limitations of the study was that the researcher gathered data based on perceptions. There was the likelihood of a bias resulting in inaccurate perceptions. The researcher suggests that the project directors perceived a strong relationship between internal funding and faculty incentives and between grant amount and NEH grants and that these perceptions were reflected in their responses.

Research Question Four

Are the types of change themselves factors which can influence the degree of change actually experienced?

This question generated one hypothesis.

Hypothesis 1

H_o1: The average degree of change obtained is equal is respect to each of the five types of change.

This hypothesis tested whether or not the five change types in themselves were factors which influence the degree of change actually experienced. The results of the ANOVA indicated that there was no one change type that influenced change more than any other; they all had equal influence. Therefore, H_o1 was not rejected.

Previous analysis identified change types one and four, movement toward interdisciplinary courses and making humanities available to students in occupational programs through other than traditional course formats, as change types that are receiving the greatest attention. It was anticipated, therefore, that the analysis of variance would identify these two change types as factors that influence the degree of change actually experienced. This was not the case.

The researcher concludes that the context of the change types, in this case movement toward interdisciplinary courses and making humanities available to students in occupational programs through other than traditional course formats, is not what influences the degree of change experienced. Since internal funding and grant amount are two of the factors that entered the model later in the study, it would appear that it was the greater amount of funding for change types one and four that influenced the degree of

change experienced not the change types themselves. The implication is that NEH encourages specific changes in community college humanities programs by establishing funding patterns.

Research Question Five

Can a model be developed to illustrate the external and internal factors that facilitate change in order to predict the likelihood of change?

This question generated two hypotheses.

H_o2: The parameters of all factors or sources of variability are equal to zero.

H_o3: The parameter of each factor or source of variability is equal to zero.

Hypothesis 2 was rejected when a stepwise regression analysis indicated at least some of the parameters were non zero, and there were specific factors that facilitate change. A stepwise regression procedure also tested the parameter of each factor, and H_o3 was rejected for internal funding, (F_{10}), curriculum development, (F_{15}), and grant amount. These were the non-zero factors which were indicated when the other parameters in the model were being controlled and were the only factors that entered the model.

The researcher concludes a predictive model does exist to illustrate the external and internal factors that facilitate change. The model with internal funding, curriculum development, and grant amount accounts for 27% of the

variance in the percent of change. The most important factors are internal factors, internal funding and curriculum development, with an external factor, grant amount, accounting for the remaining variance. The largest changes could be made by improving internal funding (or possibly grant amount), then by increasing curriculum development (humanities requirements). If the amount of internal funding is related to the grant amount, the effect of grant amount on percent change may be masked.

A Model for Predicting Change in Community College Humanities Programs

$$\text{Degree of Change} = 33.005 + 5.458 * F_{10} + 5.222 * F_{15} + 0.00016318 * \text{grant amount}$$

where F_{10} is the influence rating for factor 10, internal funding; F_{15} is the influence rating for factor 15, curriculum development, and grant amount is the amount of NEH grant funding which was received to promote the change.

The researcher concludes that the predictive model can be used as a simulation tool. If a project director wants to implement some sort of change, the simulation asks what degree of influence the director feels his or her internal

college funding for the program will have on change on a scale of -5 to +5. The simulation would then ask what degree of influence the director thinks the idea of humanities being required will have on that change. At this point, he or she has reduced the model to two things, percentage of change as a function of grant funding amount. Since the simulation has been reduced to two functions, what the director has is essentially a line on a graph which when plotted will show what percentage of change would be obtained if grant ammount is at a certain level. He or she can actually say at this point what the percentage of change is going to be.

The only limitation to the simulation is that R^2 is not strong so percentage of change is unstable. But the model is significant. From the datum the researcher has, the best guess of the prediction equation is possible. The equation $Y = a_1f_1 + a_2f_2 + a_nf_n + b + e$, or set of parameter estimates, produces the least amount of sum of squared error for the data and the particular parameters.

Recommendations for Further Study

The findings of this study suggested that change is occurring in community college humanities programs where grant proposals have been funded by the NEH. It was possible from the data analyses to identify some characteristics and patterns of these changes and to develop a predictive model for the sample; however, the outcomes are

restricted by the limitations of the study. Recommendations for further study are based on these limitations. Included are specific suggestions related to the sample population and the need to rely on project directors' perceptions. In addition, recommendations for further study in the field are made.

Sample Population

One limitation of this study was the absence of a random population. Because the study did not use a random sample population from all community college humanities programs, no real attempt was made to infer that the results are valid on a larger scale. The model, therefore is limited to those community college humanities departments attempting to enact change with NEH support.

Further research should be conducted using a random sample population of all community college humanities programs in order to determine if enrollment declines in institutions that have not been funded by NEH have also resulted in the implementation of change. The change profile resulting from research using a random sample should be compared with the results of this study in order to provide an overall assessment of change in community college humanities programs.

Project Directors' Perceptions

The assumption was made that the opinion of educators who are actively attempting to implement change in community college humanities programs was the best source of information for this study. The researcher believes this was a valid assumption but suggests that a study using a larger, random sample of directors, humanities faculty, and administrators would canvass the perceptions of a less homogeneous group of change agents. This should inhibit the likelihood that bias would affect the overall results.

Recommendations for Further Study in the Field

The results of the study suggest that the NEH Institutional Grants Program is an important vehicle for change in funded community college humanities programs. Furthermore, it appears that NEH funding encourages specific changes in these community college humanities programs by establishing funding patterns. However, the literature indicates that two-year colleges are the least likely of American institutions of higher education to submit proposals to NEH (Project Athena, 1978, p. 48). This further restricts the outcomes of the study because the study was limited to community college humanities programs that had received NEH funding.

The researcher suggests that further study should focus on dissemination techniques, an important component of change theory. It is important to discover whether the

results of the projects that are funded are disseminated among the remaining community colleges and whether the dissemination of information results in change. If, indeed, NEH makes funding decisions based on reliable research which is intended to secure the position of the humanities in community colleges, the researcher suggests that future study should focus on ways to increase the influence of NEH on the nation's community colleges.

APPENDIX A

STRENGTHENING HUMANITIES IN COMMUNITY COLLEGES NATIONAL ASSEMBLY RECOMMENDATIONS (Yarrington, 1980)

Each community college should--

1. Review, restate, or reaffirm its mission to express a commitment to the teaching of humanities.

2. Integrate humanities courses and approaches with other college programs, in an overall effort to improve the individual's understanding and ability to assess the history, symbols, and values of various cultures.

3. Provide increased access to the humanities for students in remedial or developmental studies.

4. Organize interested and outstanding members of the community into lay advisory committees to humanities programs in order to act as program advisers, student role models, and to offer assistance in noncurricular humanities offerings. These committees should include people from technical fields; conversely, technical advisory committees should include humanities representatives.

5. Create a stimulating environment for continued personal and professional growth of faculty--including fellowships, stipends, sabbaticals, in-service training, and study with colleagues from other disciplines.

6. Create councils to bridge humanities study among high schools, community colleges, four-year colleges and universities, and other institutions, such as libraries and museums.

7. Provide in-service training for counselors and instructional advisers in the content, teaching methods, and value of the humanities.

8. Identify and publicize certain capabilities--of interest to students, potential employers, and the public--that are directly enhanced by humanistic studies.

9. Undertake research to assess the humanities-related needs of their clienteles and to determine the adequacy, impact, and effectiveness of the humanities studies.

10. Continue supporting community outreach programs, such as community forums, in the humanities.

Community college boards should--

1. Give special consideration to the structuring of humanities programs and requirements to the unique problems created by enrollment patterns of community college students, many of whom attend part-time over an extended period of time.

2. Reestablish and reaffirm the notion of comprehensiveness by committing themselves to a balanced curriculum that will include the humanities, the sciences, occupational programs, remedial programs, and community services.

3. Review, and revise where appropriate, administrative structures, physical facilities, and budgetary formats with a view toward reduction of fragmentation and isolation.

4. Initiate liaison with legislatures and other state agencies to assure creation and maintenance of a statutory and policy framework that fosters appropriate curricular emphasis on the humanities.

Administrative leadership should--

1. Take a personal interest in leading the revitalization of the humanities throughout their institutions.

2. Stimulate ongoing self-renewal of humanities faculty, by equalizing their status on campus (if unequal) with other faculty, and by allocating resources for travel, study, participation in professional associations, or community activities.

3. Develop intramural fiscal allocations to assist those humanities instructors who teach segments of the humanities in the career, compensatory, and community education programs.

4. Provide opportunities for faculty in different positions to work together to foster harmony among humanities, occupational education, and other components of the

college--and encourage a consortium approach (among institutions and among departments) to curriculum revision.

5. Provide funds for experiments and innovations in humanities programs.

6. Provide evaluation in all program areas, including the humanities.

Humanities faculty in community and junior colleges should--

1. Define, with administrators and other faculty, the specific purpose and role of the humanities in their college.

2. Study and develop new and better approaches to teaching the humanities, drawing where appropriate on resources available through various organizations.

3. Conduct a self-evaluation of the humanities curriculum, examining present programs, relationships to other departments, and needs for the future.

4. Develop course units which will provide humanities content for technical and career students.

5. Hold ongoing seminars on issues relating to quality of instruction in humanities.

6. Teach the humanities in forums, lectures, and community service off campus.

The American Association of Community and Junior Colleges (AACJC) should--

1. Encourage formation of an AACJC Council on the Humanities.

2. Articulate clearly the present state of the humanities and their role in the comprehensive community college mission.

3. Convene a series of regional roundtables to address ways to improve humanities offerings, particularly as they relate to occupational programs.

4. Document success stories in the humanities, and publish a directory of successful programs in community colleges.

5. Build a coalition with discipline associations in the American Council of Learned Societies so that appropriate literature from the various disciplines--languages, history, for example--would go to the departments in the community colleges.

Professional associations, such as the American Council on Education, Council on Postsecondary Accreditation, and the Education Commission of the States should--review and monitor the work of regional and specialized accrediting agencies and state and national licensing boards to assure that they give adequate weight to the contribution of the humanities in educating responsible and effective technicians.

University graduate schools should--work with community colleges to develop special programs for humanities faculty and strengthen humanities curricula in community colleges.

State governments should--provide equitable funding for the humanities disciplines, recognizing their role and importance in providing an educated and informed citizenry.

Foundations, the National Endowment for the Humanities, the Fund for the Improvement of Postsecondary Education, and other funding sources should--

1. Finance off-campus educational opportunities for humanities faculty.

2. Fund curriculum development, emphasizing integration of the humanities with other programs.

3. Fund community forums and other innovative community service activities that relate to the humanities.

4. Fund and encourage research for the continuous development of humanities in community colleges. (Yarrington, 1980, pp. 116-112)

APPENDIX B

EXTERNAL AND INTERNAL INFLUENCES ON COLLEGE HUMANITIES PROGRAMS

External Influences

Three general external economic patterns

1. State government
2. Senior institutions (transfer institutions)
3. Community patterns that include
   a. governance systems
   b. funding schedules
   c. articulation sources which include
      i) community service/continuing education
      ii) community organizational support
      iii) special events
      iv) high school articulation
      v) population demographies

Internal Influences (intra-institutional factors)

1. Program funding
2. Faculty incentives
3. Grants
4. Instructional resources
5. Curriculum development
6. Coordination between the Humanities and other programs

Independent Factors (independent internal variables)

1. Boards of trustees
2. Unions
3. Changes in college administration
4. Academic backgrounds of administrators (Cantor, 1978).

APPENDIX C

COVER LETTERS AND QUESTIONNAIRE: MATERIALS FORWARDED TO NEH PROJECT DIRECTORS

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

Final Draft - Participant Cover Letter

February 1, 1983

Dear Participant:

You have been selected to participate in a study of the changes that are occurring in community college humanities programs and the factors that influence those changes. This study is being sponsored by the Institute of Higher Education at the University of Florida and is part of my doctoral work. The results of this study should be of value to community college humanities directors and to community college humanities programs throughout the country.

Since the National Endowment for the Humanities (NEH) provides incentive for change in humanities programs through consultant, pilot, and implementation grants, I am requesting past and present NEH project directors like myself to take approximately 10 minutes to complete the attached questionnaire. Please return it to me in the enclosed, pre-stamped envelope by February 21, 1983. (The information you provide will be kept confidential and your name will not appear in any reports.)

Currently, I am the Humanities Department Chairman at Santa Fe Community College, and I have directed an NEH grant. It is my hope that our common concern for the humanities and our similar experience with the National Endowment will excuse this imposition on your time.

Should you have any questions concerning the questionnaire or my study, I would be happy to hear from you.

Sincerely,

Karen A. Wells

Enclosure

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

Followup Participant Cover Letter

March 7, 1983

Dear Participant:

Three weeks ago I mailed the enclosed questionnaire to you because you have directed a National Endowment for the Humanities grant. In the cover letter I explained that I am studying the changes that are occurring in community college humanities programs and the factors that influence those changes. This study is being sponsored by the Institute of Higher Education at the University of Florida and is part of my doctoral work.

In checking off the questionnaires that were returned, I noticed that yours had not come in. Since it is possible that you did not receive your questionnaire, I am sending you another one. I want very much to do a meaningful study and would be grateful to you if you would take ten minutes to complete the questionnaire and return it to me in the enclosed, self-addressed envelope by March 20, 1983. The information you provide will be kept confidential, and your name will not appear in any reports.

Sincerely,

Karen A. Wells

Enclosure

Final Draft of Study Questionnaire

CHANGE IN COMMUNITY COLLEGE
HUMANITIES PROGRAMS

Part I

Please answer the first 6 questions as accurately as possible. Estimate if necessary.

1. What was your position at your institution when you received your NEH grant?

Check one. faculty___ department chairman___ dean ___
other: specify_____

2. How many years have you been employed at your institution?_____

3. What was the total dollar amount of your NEH grant?
$_____

4. What was the time frame of your NEH grant?
Begin:_____; End:_____

5. What was the subject of central concern in your project? Check one.

_____ History	_____ Jurisprudence
_____ Philosophy	_____ Art History
_____ Language	_____ Ethics
_____ Linguistics	_____ Religion
_____ Literature	_____ Interdisciplinary Course
_____ Archaeology	_____ Other: specify_____

6. What was the central activity in your project? Check one.

_____ curriculum development

_____ faculty development

_____ materials development

_____ student development

_____ other: specify_____

Part II

Below is a list of changes that have been recommended for community college humanities programs. Read through the list and circle the number of the change that best describes your funded project. If none of the recommendations describes your project, please circle number 6 and include a brief description of your project.

1. Community colleges should move toward interdisciplinary courses.

2. Advocates of the humanities should make liaison with the community services staff in their institutions.

3. The humanities faculty should work with media production centers to present portions of courses in reproducible format.

4. The humanities should be available to students in occupational programs through other than traditional course formats.

5. The humanities advocates should develop their own advisory groups outside the institutions.

6. Other: specify _____

Part III

1. Has change occurred in the humanities program at your institution since 1979? Yes_____ No_____

   If the answer to question 1 was yes, please answer question 2.

2. Did you achieve the total amount of change you intended to achieve when you implemented your grant project? Yes_____ No_____

   If the answer to question 2 was no, please answer question 3.

3. Estimate as a percentage the degree of change you were able to accomplish. _____%

4. Did you anticipate that one of the outcomes of your project would be increased enrollment in the humanities program at your institution?

   Yes_____ No_____

Part IV

What follows is a list of factors that can influence change in community college humanities programs. Please indicate for each factor the degree to which you feel that factor has influenced the change(s) your project has accomplished.

As the visual below indicates, your responses should measure the degree of negative or positive influence or the lack of influence of each factor. Please circle the appropriate number.

\- _____ – _____ +

-5 -4 -3 -2 -1 0 1 2 3 4 5

Largest amount of negative or adverse influence — neither negative nor positive influence — Largest amount of positive influence

	negative influence						positive influence				
1. State government (regulatory agencies and state legislature)	-5	-4	-3	-2	-1	0	1	2	3	4	5
2. Senior institutions (transfer institutions)	-5	-4	-3	-2	-1	0	1	2	3	4	5
3. Local government (i.e., city commission)	-5	-4	-3	-2	-1	0	1	2	3	4	5
4. Local funding schedules (external; i.e., city board of cultural affairs funding schedule)	-5	-4	-3	-2	-1	0	1	2	3	4	5
5. Community service/ continuing education	-5	-4	-3	-2	-1	0	1	2	3	4	5

	negative influence						positive influence				
6. Community organizational support	-5	-4	-3	-2	-1	0	1	2	3	4	5
7. Special events (external; i.e., local art exhibits, drama or musical performances)	-5	-4	-3	-2	-1	0	1	2	3	4	5
8. High school articulation	-5	-4	-3	-2	-1	0	1	2	3	4	5
9. Population patterns	-5	-4	-3	-2	-1	0	1	2	3	4	5
10. College program funding (internal)	-5	-4	-3	-2	-1	0	1	2	3	4	5
11. Faculty incentives (i.e., travel, staff and program development grants)	-5	-4	-3	-2	-1	0	1	2	3	4	5
12. Humanities grants (NEH)	-5	-4	-3	-2	-1	0	1	2	3	4	5
13. Humanities grants (state humanities councils)	-5	-4	-3	-2	-1	0	1	2	3	4	5
14. Instructional resources (internal; i.e., library and audio visual)	-5	-4	-3	-2	-1	0	1	2	3	4	5
15. Curriculum development (humanities requirements)	-5	-4	-3	-2	-1	0	1	2	3	4	5
16. Coordination between humanities and other programs (i.e., occupational programs)	-5	-4	-3	-2	-1	0	1	2	3	4	5
17. College president	-5	-4	-3	-2	-1	0	1	2	3	4	5
18. Board of Trustees	-5	-4	-3	-2	-1	0	1	2	3	4	5
19. Unions	-5	-4	-3	-2	-1	0	1	2	3	4	5
20. Academic background of administrators	-5	-4	-3	-2	-1	0	1	2	3	4	5

21. Other: Specify and circle
the degree of influence

_____	-5	-4	-3	-2	-1	0	1	2	3	4	5
_____	-5	-4	-3	-2	-1	0	1	2	3	4	5
_____	-5	-4	-3	-2	-1	0	1	2	3	4	5

Thank you for taking the time to complete this questionnaire.
Please return it in the enclosed envelope by February 21st.

APPENDIX D

COVER LETTERS AND MATERIALS MAILED TO THE PANEL OF EXPERTS AND LOCAL GRANT DIRECTORS

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

October 20, 1983

Dear Dr. Marty:

Enclosed is the questionnaire I discussed with you over the phone. I have included certain other material from the dissertation which I felt would provide answers to any questions that might arise as you review the questionnaire.

I am still trying to make telephone contact with Arthur Cohen and Louis Schlegel to see if they will also be willing to give me some feedback on the questionnaire. This would explain the panel of experts I refer to in the enclosed material.

I am very grateful to you not only for suggesting this topic to me and for taking the time to review my questionnaire, but also for your suggestion three years ago that I undertake this project. You have been an important mentor and friend, so I hope you will not be disappointed with the material I have enclosed.

I look forward to hearing from you.

Sincerely,

Karen A. Wells

Enclosures

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

October 20, 1982

Dear Dr. Schlegel:

Enclosed is the questionnaire I discussed with you over the phone. As I mentioned, I have included material from my dissertation which I feel will provide answers to any questions that might arise as you review the questionnaire.

Please feel free to write any comments or suggestions on your copy, and return the material to me in the envelope provided.

I am very grateful to you for your willingness to help me in this way. Since you have been a project director, you are the only person reviewing my questionnaire who can relate your personal experience to the questions I have asked.

Sincerely,

Karen A. Wells

Enclosures

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

October 20, 1983

Dear Dr. Cohen:

Enclosed is the questionnaire I discussed with you over the phone. As I mentioned, I have included some material from my dissertation which I feel will provide answers to any questions that might arise as you review the questionnaire. Please feel free to write any comments or suggestions on your copy, and return the material to me in the envelope provided.

I am very grateful to you for your willingness to help me in this way. Obviously, the questionnaire evolved as a result of your work, so I was hopeful that you would provide me with some feedback.

And I would like to take a moment to thank you for your concern for the state of the humanities in community colleges. My review of the literature and participation at various conferences has made it obvious to me how indebted to you those of us in the community college system should be.

Respectfully yours,

Karen A. Wells

Enclosures

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

First Draft of Participant Cover Letter

Dear Participant:

I am conducting a study of the changes that are occurring in community college humanities programs and the factors that influence those changes. Since the National Endowment for the Humanities has provided incentive for change in community college humanities programs through the funding of consultant, pilot, and implementation grants, I am requesting NEH project directors like yourself to complete the enclosed questionnaire and return it to me. The information you provide will be kept confidential, and your name will not appear on the forms.

I am a Humanities Department Chairman in a community college, and I have also directed an NEH grant. It is my hope that our common concern for the humanities and our similar experiences with the National Endowment for the Humanities will excuse this imposition on your time.

I will be happy to answer any questions you may have concerning the questionnaire or my study.

Sincerely,

Karen A. Wells

First Draft of Study Questionnaire

Part I

What is your position at your institution?
faculty____ department chairmen____ dean___ other ___

How many years have you been employed at your institution?
_____

What was the dollar amount of your NEH grant? $_____

What was the time-frame of your NEH grant? _____

Part II

Below is a list of recommended changes for Community College Humanities programs. Read through the list and circle the number of the change that best describes your funded project. If none of the recommendations describes your project, please circle number 6, and include a brief description of your project.

1. Community colleges should move toward interdisciplinary courses.

2. Advocates of the humanities should make liaison with the community services staff in their institutions.

3. The humanities faculty should work with media offices to present portions of courses in reproducible format.

4. The humanities should be available to students in occupational programs through other than traditional course formats.

5. The humanities advocates should develop their own advisory groups outside the institutions.

6. Other _____

_____

_____

_____

Part III

What follows is a list of factors that can influence change in Community College Humanities Programs. Please indicate for each factor the degree to which you feel the factor has influenced the change(s) your project has accomplished.

As the visual below indicates, your responses should measure either negative or positive influence or lack of influence. Please circle the appropriate number.

\- _____ _ _____ +

-5 -4 -3 -2 -1 0 1 2 3 4 5

neither negative nor positive

Large amount of negative influence											Large amount of positive influence
State government (regulatory agencies and state legislature)	-5	-4	-3	-2	-1	0	1	2	3	4	5
Senior institutions (transfer institutions)	-5	-4	-3	-2	-1	0	1	2	3	4	5
Local government	-5	-4	-3	-2	-1	0	1	2	3	4	5
Local funding schedules	-5	-4	-3	-2	-1	0	1	2	3	4	5
Articulation agreements	-5	-4	-3	-2	-1	0	1	2	3	4	5
Community service/continuing education	-5	-4	-3	-2	-1	0	1	2	3	4	5
Community organizational support	-5	-4	-3	-2	-1	0	1	2	3	4	5
Special events	-5	-4	-3	-2	-1	0	1	2	3	4	5
High school articulation	-5	-4	-3	-2	-1	0	1	2	3	4	5
Population demographies	-5	-4	-3	-2	-1	0	1	2	3	4	5
College program funding	-5	-4	-3	-2	-1	0	1	2	3	4	5
Faculty incentives (travel)	-5	-4	-3	-2	-1	0	1	2	3	4	5
Humanities grants	-5	-4	-3	-2	-1	0	1	2	3	4	5

Instructional resources	-5	-4	-3	-2	-1	0	1	2	3	4	5
Curriculum development (humanities requirements)	-5	-4	-3	-2	-1	0	1	2	3	4	5
Coordination between humanities and other programs (vocational programs)	-5	-4	-3	-2	-1	0	1	2	3	4	5
College President	-5	-4	-3	-2	-1	0	1	2	3	4	5
Board of trustees	-5	-4	-3	-2	-1	0	1	2	3	4	5
Unions	-5	-4	-3	-2	-1	0	1	2	3	4	5
Changes in college administration	-5	-4	-3	-2	-1	0	1	2	3	4	5
Academic backgrounds of administrators	-5	-4	-3	-2	-1	0	1	2	3	4	5
Other: _____	-5	-4	-3	-2	-1	0	1	2	3	4	5
_____	-5	-4	-3	-2	-1	0	1	2	3	4	5
_____	-5	-4	-3	-2	-1	0	1	2	3	4	5
_____	-5	-4	-3	-2	-1	0	1	2	3	4	5

Part IV

Finally, estimate as a percentage the degree of change you were able to accomplish or expect to accomplish.

_____%

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N W 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

Letter Sent to Participants in Pilot Study

Dear

Enclosed is the final draft of the questionnaire I have developed for my dissertation. I would be very grateful if you would imagine for a minute that you have directed an NEH grant, complete the questionnaire, and give me some feedback. Please indicate how long it took you to complete the questionnaire and any problems you might have encountered with the directions and/or the items.

If you don't have time to do this, please return the materials to me so that I can ask someone else to help. Otherwise, make your comments on the questionnaire, and return everything to me as soon as possible.

Many thanks,

Karen Wells

Enclosures

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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